DOCUMENT RESUME

ED 240 746 EA 016 582

AUTHOR McIntire, Ronald G.; Wong, Martha J.
TITLE Special Education Team Member Quality Assurance Program [Manual].
INSTITUTION Houston Independent School District, Tex.
PUB DATE [83]
NOTE 49p.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Role; Coordinators; Educational Improvement; *Faculty Development; Faculty Evaluation; Instructional Improvement; Professional Development; Special Education; *Special Education Teachers; Teacher Administrator Relationship; Teacher Effectiveness; *Teacher Evaluation; *Teacher Improvement
IDENTIFIERS *Houston Quality Assurance Program

ABSTRACT

Approved by the city's board of education in July 1982, Houston's Special Education Team Member Quality Assurance Program is intended to help assure continual professional growth for special education teachers. By establishing a system of faculty performance assessment, the program seeks to identify teachers' strengths and weaknesses, improve communication, and develop priorities for improvement. Following a brief program description, this document provides (1) a flow chart of program procedures; (2) an outline of assessment timelines and components; (3) a review of the responsibilities of the bi-/tri-dimentional assessment team members (executive director/director for special education, instructional supervisor/area/central office department administrator, associate superintendent, and deputy superintendent); (4) descriptions of personnel to be assessed, plans for growth improvement and professional refinement, summary conference procedures, postassessment outcomes, and third-party input; (5) a step-by-step review of each phase of the program; (6) a brief outline of assessment and assistance instruments/procedures; and (7) an explanation of summary assessment ratings. Ten appendixes comprising over half the document provide sample forms and other information concerning the various stages in the program. (JBM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED240746

Quality Assurance Program Manual

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ronald G. McIntire

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Special Education

EA 016 582

HOUSTON INDEPENDENT SCHOOL DISTRICT

By

Ronald G. McIntire, Ed.D.
Executive Deputy Superintendent
Houston Independent School District

and

Martha J. Wong, Ed.D.
Executive Director
Staff Quality Assurance Program
Houston Independent School District

Houston Independent School District

SPECIAL EDUCATION TEAM MEMBER QUALITY ASSURANCE PROGRAM

BOARD OF EDUCATION

Mrs. Marquis L. (Blue) Alexander, Jr., *President*
Ms. Tina Reyes, *Vice-President*
Mr. Ray Morrison, *Secretary*
Mrs. Elizabeth Spates, *Assistant Secretary*
Mrs. Cathy Mincberg
Mrs. Bobby Ann Peiffer
Mr. Tarrant Fendley
Mr. Wiley Henry
Dr. J. C. Jones

Dr. Billy R. Reagan, *General Superintendent*
Mr. Joseph T. Angle, *Superintendent for Area Administration*
Mrs. Patricia Shell, *Superintendent for Instruction*
Mr. James D. Lehmann, *Executive Deputy Superintendent*
Dr. Ronald G. McIntire, *Executive Deputy Superintendent*

HOUSTON INDEPENDENT SCHOOL DISTRICT
Houston, Texas 77027

FOREWORD

The Quality Assurance Program for Special Education Team Members was developed with the cooperation of the Special Education Department which is under the direction of Rose Hicks, Deputy Superintendent, Special Populations.

With input from Special Education Team Members, the proficiencies for the Special Education Team Members were identified and an instrument was developed.

The instruments and ratings were then refined by the Employee Development Department and a committee of principals appointed by Mr. Joseph T. Angle, Superintendent for Area Administration.

ACKNOWLEDGMENT

The people who have been involved in the development of the Special Education Team Member Quality Assurance Program deserve special recognition for their dedication and time. I would like to extend my deepest appreciation to the following people for their hard work.

Susan Marsh, Staff Development Coordinator, Area I
Eula Booth, Staff Development Coordinator, Area II
Tommye Harrison, Staff Development Coordinator, Area III
Sue Atkinson, Staff Development Coordinator, Area IV
Francis Culbertson, Staff Development Coordinator, Area V
Christy Thomas, Staff Development Coordinator, T.H. Rogers
Arlene (Tomi) Nelson, Executive Director for Special Education, Area I
Harriet Arvey, Director for Special Education Support Services
Sarah Abbott, Director, Program Planning and Staff Development for Special Education
Paul Ofield, Principal, Waltrip Senior High School
Raymond Smith, Principal, Kashmere Senior High School
Rosemary Garza, Tijerina Elementary School
Martha Wong, Employee Development Department
Al James, Associate Superintendent for Employee Development
Ronald G. McIntire, Executive Deputy Superintendent for Employee Development

Billy R. Reagan

Billy R. Reagan
General Superintendent

TABLE OF CONTENTS

Page

Foreword iii
Introduction 1
Quality Assurance Program 2
Flow Chart of the Steps in the Special Education Team Member Quality Assurance Program 3
Timelines for Assessments 4
Components of the Assessment 5
Assessors: Pesonnel Who Conduct the QAP 5
Tri-dimensional Teams 5
Bi-dimensional Teams 5
Responsibilities of the Bi-/Tri-Dimensional Team Members 5
Executive Director/Director 5
Instructional Supervisor/Area/Central Office Department Administrator 6
Associate Superintendent 6
Deputy Superintendent 7
Assessees: Personnel to be Assessed 7
Growth Improvement Plans 8
Professional Refinement Plans 8
Summary Conference 9
Post-Assessment Outcomes 9
Third Party Input 10
Steps in the Quality Assurance Program 11
Step I — Area/Department Review by the Tri-Dimensional Team 11
Step II — Overview of Assessment Process 10
Step III — Notification of Assessment 11
Step IV — Assessment Conference with Assessee 11
Step V — Assessment Team Rating of the Summary Assessment Record 11
Step VI — Development of the Growth Improvement Plan 12
Step VII — Summary Conference 12
Step VIII — Monitoring the Growth Improvement Plan 12
Step IX — Post-Assessment for Third-Year and Other Probationary Employees and Employees on the Growth Improvement Plan 13
Step X — Post-Assessment for All Other Employees 13
Assessment and Assistance Instruments/Procedures 14
Explanation of Summary Assessment Ratings for Proficiencies on the Summary Assessment Record 14

Appendices 15
Appendix A — Summary Assessment Report 17
Appendix B — Assessment Instrument 18
Appendix C — Explanation of Ratings for Special Education Team Members 20
Appendix D — Notification Memorandum 25
Appendix E — Growth Improvement/Professional Refinement Plan 26
Appendix F — Justification Form 27
Appendix G — Guidelines for Third Party Input 28
Appendix H — Sample Memorandum of Record 29
Appendix I — Sample Overall Rating of Special Education Team Member on the Summary Assessment Record 31
Appendix J — Resource Manual for the Special Education Team Member Quality Assurance Program 32

INTRODUCTION

The Special Education Team Member Quality Assurance Program (SETMQAP), a bi- or tri-dimensional approach to assessment and assistance, is an integral part of the Houston Plan for Excellence which was approved by the Board of Education on July 8, 1982. The Houston Plan for Excellence concept paper addresses the importance of upgrading the quality of education for the students of Houston schools by identifying three areas for action: (1) a reward system for holding and attracting competent personnel, (2) a proficiency based teacher selection process, and (3) renewal and professional growth opportunities for the current staff. The Special Education Team Member Quality Assurance Program addresses the third area for action—renewal and professional growth opportunities for the current staff.

Professional staff assessment is a necessary component for improving performance which will upgrade the quality of education for students. The establishment, monitoring, and assessment of standards of behavior and performance should be related to professional growth and student achievements. The purposes of performance assessment are to provide for the improvement of instruction, to measure adherence to standards, and to provide a basis for employment decisions. A system of assessment must be reliable, valid and legal. Further, it should identify areas of strengths and weaknesses, improve communication, and develop priorities for improvement. Assistance to promote professional growth should be provided when necessary. Continual professional growth is the goal of the Special Education Team Member Quality Assurance Program.

The evaluation of staff is a primary administrative responsibility. The Special Education Team Member Quality Assurance Program will be administered by a bi- or tri-dimensional assessment team which may consist of (1) Executive Director/Director for Special Education,(2) an instructional supervisor/area or central office administrator, and (3) the associate and/or deputy superintendent. The Executive Director/Director for Special Education has the responsibility to supervise and observe all team members throughout the school year in addition to the administration of the Special Education Team Member Quality Assurance Program.

Repeal of Prior Policies and Procedures

The Special Education Team Member Quality Assurance Program was adopted by the Board of Education. The adoption supersedes all prior policies and procedures on Special Education Team Member evaluation in effect and will repeal and replace any policies or procedures in conflict.

Application of the Program to Contract Changes

All aspects of the Quality Assurance Program (QAP) are to be applied consistently and fairly to all employees. As set out in the QAP, it is possible that recommendations may be made by the assessment team that changes in contract status be made; i.e., termination or the return of continuing contract employees to probationary contract status. When an employee feels that a procedure of the QAP has been misapplied to him or her, a grievance may be filed under the Grievance Policy of the District. The content of the assessment, the ratings given, and the growth improvement plan are not grievable under the District's policies. However, unless a procedure provided by the QAP is maliciously misapplied or in bad faith misapplied, or not applied by the assessment team or one of its members, such misapplication or failure to follow the procedures shall not prevent or be any impediment to the Board's changing any employee's contract status under the terms of the employment contracts and state laws.

QUALITY ASSURANCE PROGRAM

Training

Administrators will be trained to (1) understand the scope, nature, and intent of the assessment and assistance program, (2) understand the significant responsibilities of the assessor(s) in the assessment process, (3) understand the need for objectivity as an integral part of the assessment process, and (4) understand how the Quality Assurance Program relates to the *Texas Education Code*, the Teacher's Contract, *Code of Ethics and Standard Practices for Texas Educators* adopted by the Teachers' Professional Practices Commission of Texas.

Administrator training will be based upon four expectations

Expectation 1:
Assessment should promote awareness of the strengths and weaknesses of the assessee and provide for growth and improvement.

Expectation 2:
The use of common vocabulary and criteria helps communication between administrator and teacher in the assessment process.

Expectation 3:
The administrators can identify and recognize quality teaching performance.

Expectation 4:
The assessee should not be terminated for poor performance, but for failure to improve.

Orientation on the elements of the Quality Assurance Program will be conducted by the approved administrator or his/her designee.

FLOW CHART OF THE STEPS IN THE SPECIAL EDUCATION TEAM MEMBER QUALITY ASSURANCE PROGRAM

1.	TRI-DIMENSIONAL TEAM DETERMINES WHO WILL BE ASSESSED AND WHO WILL BE THE ASSESSORS.	By September 15
2.	AREA EXECUTIVE DIRECTOR/DIRECTOR NOTIFIES TEAM MEMBERS AND AREA OFFICE OF TEAM MEMBERS WHO ARE TO BE ASSESSED AS DETERMINED BY THE TRI-DIMENSIONAL TEAM. DEPUTY SUPERINTENDENT APPROVES THE LIST.	By September 15
3.	EXECUTIVE DIRECTOR/DIRECTOR ORIENTS TEAM MEMBERS ON QAP.	By September 15
4.	TRI-/BI-DIMENSIONAL TEAM CONDUCTS ASSESSMENT CONFERENCE FOR EACH ASSESSEE TO MARK RATINGS ON THE ASSESSMENT INSTRUMENT.	By November 15
5.	TRI-/BI-DIMENSIONAL TEAM COMPLETES SUMMARY ASSESSMENT RECORD, JUSTIFICATION FORM, AND GROWTH PLAN (IF INDICATED) FOR EACH ASSESSEE.	By November 15
6.	EXECUTIVE DIRECTOR/DIRECTOR CONDUCTS A SUMMARY CONFERENCE WITH EACH TEAM MEMBER. TEAM MEMBER AND ASSESSORS SIGN SUMMARY PRE-ASSESSMENT FORM. EXECUTIVE DIRECTOR/DIRECTOR SENDS REPORTS TO THE APPROPRIATE PEOPLE.	By November 15
	REPEAT STEPS 4-5 FOR POST-ASSESSMENT PHASE.	By February 15 or May 15
7.	EXECUTIVE DIRECTOR/DIRECTOR DISTRIBUTES SUMMARY POST-ASSESSMENT REPORT TO EACH PERSON INVOLVED, AND THE AREA SUPERINTENDENT FORWARDS THE ORIGINAL REPORT TO THE PERSONNEL OFFICE.	By February 15 or May 15

TIMELINES FOR ASSESSMENTS

	BY NOVEMBER 15	BY FEBRUARY 15	BY MAY 15
ASSESSORS	**PRE**	**POST**	**OR POST**
Executive Director/ Director	. Probationary Employees (first-, second-, and third-year) . Employees new to the department/position . Employees on a growth plan . Employees who need to be assessed out of sequence . One-third of the continuing contract employees	. Third-year probationary employees Employees on a growth plan	. All employees who were pre-assessed by November 15, but not post-assessed by February 15

Assistant Principals may assess continuing contract employees or employees new to the department/position as determined by the tri-dimensional team but only as a member of a bi-dimensional team.

	PRE	POST	OR POST
Instructional Supervisor/Area or Central Office Administrator/ Principal	. Probationary employees (first-, second-, and third-year) . Employees new to the department/position Employees on a growth plan . Employees who need to be assessed out of sequence . One-third of the continuing contract employees	. Third-year probationary employees Employees on a growth plan	. All employees who were pre-assessed by November 15, but not post-assessed by February 15

	PRE	POST	OR POST
Assistant/ Associate Superintendents	. First-year probationary employees . Employees on a growth plan . Employees who need to be assessed as determined by the tri-dimensional team	. Employees on a growth plan	. All employees who were pre-assessed by November 15, but not post-assessed by February 15

The Deputy Superintendent becomes a part of the assessment process when recommended by the bi-/tri-dimensional team.

Components of the Assessment

1. The assessors will hold a conference with the assessee to discuss the proficiencies listed in the Team Member assessment instrument.

2. The assessment team will rate the assessee's special education proficiencies and management skills which will measure adherence to standards.

3. Functional academic skills will be measured by the Educational Testing Services Pre-Professional Skills Test (PPST) or the Houston Independent School District Functional Academic Skills Test (FAST) and the HISD Content Area Test.

Assessors: Personnel Who Conduct the Qap

Tri-dimensional teams will be composed of the executive director/director, a supervisor/principal/central office administrator, and an associate superintendent. A deputy superintendent may become a part of the team when requested by the tri-dimensional team.

Principals of small schools may serve as the second member of a bi- or tri-dimensional team at a second school during both the pre- and post-assessment to serve in the place of an instructional supervisor or associate superintendent. This may be implemented at the discretion and approval of the area deputy superintendent.

Bi-dimensional teams will be composed of the executive director/director and an instructional supervisor/principal/central office administrator.

A single assessor may conduct the post-assessment if the bi- or tri-dimensional assessment team concludes during the pre-assessment that the teacher/peer group member has proven his/her proficiencies. If after the first and second observations during the post-assessment period, a deficiency is identified (a "1" or "2" rating), the assessor must return to a bi- or tri-dimensional team prior to rating the teacher/peer group member on the assessment. This may be implemented at the discretion and approval of the area deputy superintendent.

Responsibilities of the Bi-/Tri-Dimensional Team Members

Executive Director/Director

1. Coordinate the assessment and assistance process.

2. Maintain records of assessees.

3. At the beginning of each school year, determine with the associate superintendent and instructional supervisor a list of team members and other professional staff members who are to be assessed for the next three school years; submit the list to the deputy superintendent by September 15; determine the assessor or assessment team (bi or tri). This list will be updated each year.

4. Notify all team members who are to be assessed on the "Notification of Assessment" memorandum (Appendix F) by September 15.

5. Conduct an assessment conference with the assessee and assessors. During this conference, assessors and the team member review the proficiencies, pertinent information, logs, records, etc. Ratings on the Assessment Instrument may be completed at this time.

6. With the assessment team, determine the final ratings on the Summary Assessment Record, complete the Justification Form, and develop a Growth Improvement Plan or Professional Refinement Plan.

7. Set and coordinate a Summary Conference with the assessee.

8. Write the Summary Comments on the Summary Assessment Record or the Memorandum of Record of the Summary Conference (Appendix H) for special education team members on a Growth Improvement Plan.

9. Coordinate the monitoring of the Growth Improvement Plan.

10. Distribute copies of the Summary Assessment Record.

    White — Deputy Superintendent who forwards the Post-Assessment Report to the Personnel Services Offices.
    Pink — Special Education Team Member
    Yellow — Department Files
    Goldenrod — Deputy Superintendent

Instructional Supervisor/Area/Central Office Department Administrator

1. Assist the Executive Director/Director in determining a list of professional staff members to be assessed for the next three years.

2. Attend the assessment conference with the assessee and other assessors to mark the ratings on the Assessment Instrument.

3. With the assessment team, determine ratings on the Summary Assessment Record, complete the Justification Form, and develop a Growth Improvement Plan or Professional Refinement Plan.

4. Attend the Summary Conference if necessary.

5. Assist in monitoring the Growth Plan if assigned.

Associate Superintendent

1. Assist the Executive Director/Director in determining a list of professional staff members to be assessed for the next three years.

2. Attend the assessment conference.

3. With the assessment team, complete the Summary Assessment Record, the Justification Form, and the Growth Improvement Plan or Professional Refinement Plan for the assessee.

4. Review with the Deputy Superintendent all special education team members the Associate Superintendent has assessed.

5. Attend the Summary Conferences if necessary.

6. Monitor the Growth Improvement Plan if indicated on the plan.

Deputy Superintendent

1. Approve the list of special education team members to be assessed and assessment teams as determined by the tri-dimensional team.

2. Attend the assessment conference to mark the ratings on the Assessment Instrument.

3. With the assessment team, complete the Summary Assessment Record, the Justification Form, and the Growth Improvement Plan on the assessee.

4. Attend the Summary Conferences of assessees if necessary.

5. Review with the Associate Superintendent all team members the associates have observed to determine whether the Deputy Superintendent needs to become involved in the assessment.

Assessees: Personnel To Be Assessed

The tri-dimensional team will review all special education team members who are assigned to the area special education office to determine who will be assessed for the school year. The tri-dimensional team is to list each staff member assigned to the building with his/her last assessment date. From the list, the team determines a three-year projection and/or update of assessment schedules. The three-year assessment schedule projection is to be sent to the Area Office. The team also determines the assessor(s) for the present school year's assessments. The following guidelines are to be used to determine the assessees and assessors. The Deputy Superintendent becomes a part of the assessment team when requested by the tri-dimensional team.

GROUP	ASSESSORS
1. First-year team members	Executive Director/Director; Instructional Supervisor or Area/ Central Administration/Principal; Associate Superintendent/Deputy Superintendent
2. Team members on a Growth Improvement Plan from previous school year	Executive Director/Director; Instructional Supervisor or Area/ Central Administration/Principal; Associate Superintendent/Deputy Superintendent
3. All continuing contract team members new to the department/position	Executive Director/Director; Instructional Supervisor or Area/ Central Administration/Principal; when necessary,Associate Superintendent
4. One-third of the continuing contract team members	Executive Director/Director; Instructional Supervisor or Area/ Central Administration/Principal; when necessary, Associate Superintendent
5. Team members whose performances indicate a need for assessment in the judgment of a team member (Such assessment must be consensus decision by all team members. Such assessments may be initiated at any time during the school year.)	Executive Director/Director; Instructional Supervisor or Area/ Central Administration/Principal; Associate/Deputy Superintendents*

*Associate/deputy superintendent is involved if a deficiency that would require a Growth Improvement Plan is identified by the other team members or if the associate/deputy superintendent wishes to be involved.

Growth Improvement Plans

Growth Improvement Plans (Appendix E) are to be developed by the assessor(s) prior to or during the Summary Conference to address proficiency elements in which a teacher received a rating of "1" or "2." Steps for development of the Growth Improvement Plan:

1. The assessment team identifies all "1" and "2" ratings on the indicators of the Special Proficiencies/Management/Professional Characteristics on the Assessment Instrument.

2. The indicators on which a "1" or "2" rating was given are listed and the rating justified on the Justification Form (Appendix F).

3. The proficiency element number and a specific objective are listed on the Growth Improvement Plan.

4. Using the *Resource Section* (Appendix J), the assessor(s) determine(s) specific actions to be taken by the assessee. For example, the action could be that the assesee will read a specific book, will view videotapes, or videotape and critique her/his own activities. The principal is responsible for making arrangements for videotaping and may do so by calling Employee Development.

5. The assessor(s) determine(s) the Evidence of Achievement.For example, the Evidence of Achievement would be "all reports will be received on time."

6. The assessor(s) determine(s) the start and finish dates. For example, start date: November 16, 19 ____ ; finish date: February 10, 19 ____ .

7. The assessor(s) complete(s) the basic data and name(s) the monitor for the Growth Improvement Plan.

8. Justification Form (Appendix F), Growth Improvement Plan (Appendix E), and the Assessment Instrument are attached to the Summary Assessment Record. Copies are given to the assessee at the Summary Conference.

Deficiencies identified on the Educational Testing Service Pre-Professional Skills Test (PPST) or the HISD Functional Academics Skills Test and the HISD Content Area Examination must be corrected by the employee. The Employee Development Department will offer a *Proficiency Certification Resource Manual* which identifies resources for correcting the deficiencies identified from the exams. The *Proficiency Certification Resource Manual* will include a listing of books, software computer programs, and Employee Development courses specifically related to the skills tested.

The employee will be responsible for registering to take the examinations and any courses needed or desired. Information about registration for the tests and courses will be available at each campus.

Professional Refinement Plans

Professional Refinement Plans (Appendix E) may be written for employees who have ratings of "3" or above. This plan provides for the continuous growth of professionals. A Professional Refinement Plan is developed jointly by the assessor(s) and the employee; it does not require monitoring. Completion of the activities listed on a Professional Refinement Plan does not automatically guarantee that an employee's rating will move from a "3" to a "4." Ratings are given as a result of demonstrated skills through observations or a review of work products.

SUMMARY CONFERENCE

The assessment team meets with the employee in a Summary Conference to review the assessment ratings. The purpose of the Summary Conference is to review all information during the assessment process.

- With advance notification, the employee is expected to extend his/her school day to attend this conference, if necessary.
- The Executive Director/Director is to prepare a Memorandum of Record of the Summary Conference (Appendix H) if the employee is given a Growth Improvement Plan; otherwise, comments on the Summary Assessment Record are adequate.
- Although the employee is required to sign the Summary Assessment Record, such signature indicates receipt of the document and does not imply agreement with its contents.
- If an employee receives a rating of "1 " or "2" on any of the proficiencies on the Summary Assessment Record, a Growth Improvement Plan is presented to the employee or will be developed during the conference.

The executive Director/Director is responsible for distributing the Summary Assessment Record to the proper people.

POST-ASSESSMENT OUTCOMES

Third-Year and Other Probationary Employees on a Growth Improvement Plan. These employees will be post-assessed by February 15. Each component of the Assessment Record is completed, and progress on the Growth Improvement Plan is reviewed by the assessment team. A Summary Conference is held, at which time one of four actions will be recommended.

1. If the probationary employee's performance is rated as professionally competent (rating of "3") on the proficiencies, the employee is recommended for the appropriate contract.
2. If the continuing contract employee's assessment indicated a professionally competent level of proficiency (rating of "3") and completion of the Growth Improvement Plan, the employee continues in employment with the appropriate contract.
3. If an employee's assessment indicates significant improvement toward completion of the Growth Improvement Plan, but he or she has not reached proficiency (a rating of "3"), the employee will be notified prior to April 1 that he or she will be returned to a probationary contract for the next school year. A new Growth Improvement Plan will be written, and the employee will be pre- and post-assessed the next school year.
4. If an employee's assessment indicated that no significant improvement toward completion of the Growth Improvement Plan has occurred and proficiency (rating of "3") has not been reached, the employee will be notified prior to April 1 that a recommendation for termination will be made or that the employee will be returned to the previously held HISD position.

Employees on Pay Grade 10. If the employee's assessment indicates that no significant improvement toward completion of the Growth Improvement Plan has occurred and proficiency (rating of "3") has not been reached, the employee will be notified prior to April 1 that a recommendation for termination will be made or that the employee will be returned to the previously held HISD position.

Employees not on a Growth Improvement Plan or not Third-Year or Other Probationary Status; i.e., first-, second-year, continuing contract, new-to-the-building/department employees, may be post-assessed by February 15 or May 15. Summary Conference will be held between the employee and the assessment team at which time one of the two following actions may be taken:

1. If the employee's assessment indicates an acceptable level of proficiency, the employee continues in employment with the appropriate contract.

2. If the employee's assessment indicates that improvement is required, a Growth Improvement Plan will be developed and the employee will be pre- and post-assessed the next school year.

THIRD PARTY INPUT (APPENDIX G)

In order to have maximum effectiveness, administrators, and all other professional educational personnel must be sensitive to and continually aware of both the general needs of the community and the specific needs of individuals. Input from persons within the community should be considered, weighed, and evaluated as to validity. All third party input *must be in writing.* A parent or legal guardian must sign if the initiating party is under 18 years of age.

All persons who are the subject of third party input shall, upon receipt of the written document, be allowed to defend immediately the point in question. If there is a discrepency in the third party's story, the administrator should interview any witnesses and attempt to determine what occurred. It may be desirable for the administrator to meet with the complainant in an informal conference to determine what actually happened. A conference with the employee, the administrator, and the third party shall be requisite to final verification.

In many cases, it will not be possible for all parties to have agreement concerning what happened, so the administrator then must act as a judge and make a ruling. If agreement can eventually be reached or if the administrator has enough facts to make factual determination, a specific incident memorandum must be prepared. Such a memorandum would explain the findings made by the administrator and the reasons for those findings. Specific directives or suggestions to the employee might also be included in the memorandum, if appropriate. The employee should be informed of the results immediately.

If the complainant is disapproved, all related information must be removed from the file. If, after the investigation, the complainant is found to be true but the third party will not agree to appear as a witness, other independent evidence must be available to establish the relevant facts at a hearing; otherwise, actions adverse to the employee should not be taken.

Third party input which is determined to be valid may be used as a part of the assessment process and becomes a part of the assessment file. If such input is to be used in determining the assessment rating of a given employee, it must be properly verified, recorded, and signed and not accepted as heresay evidence.

Since it is essential that such input go initially to the administrator, every effort must be made to assure that this approach be followed whenever possible through the establishment and enforcement of formal procedures to cover such situations.

STEPS IN THE QUALITY ASSURANCE PROGRAM

Step I ***Area/Department Review by the Tri-dimensional Team.*** By September 15, the tri-dimensional assessment team will review the status of all employees at each school/department to determine by consensus those employees to be assessed and which members of the tri-dimensional team will assess which employees. Each employee must be assessed by the Executive Director/Director and possibly one or two area administrators. In addition to this initial identification of employees to be assessed, any team member may identify employees who need to be assessed at any time during the school year. Such employees will be assessed upon consensus by the tri-dimensional team.

Step II ***Overview of Assessment Process.*** By September 15 of each school year, the Executive Director/Director will meet with special education team members to:

- review major responsibilities of the employee and determine whether items on the Assessment Instrument are applicable for each person or position;
- orient employees on the assessment instruments;
- discuss assessment process time schedule; and,
- distribute the Quality Assurance Handbook for Special Education Team Members.

Step III ***Notification of Assessment.*** By September 15, the Executive Director/Director will notify those individuals who are to be assessed on the Assessment Notification Memorandum, Appendix D. Assessees are to sign and return the Notification Memorandum. Employees added to the Assessment Cycle during the school year must be notified on the Assessment Notification Memorandum five days prior to beginning the formal assessment process (observations and conferences).

Step IV ***Assessment Conference with Assessee.***

The assessment team meets with the assessee to review reports, logs, and other pertinent information provided by the assessee.

Step V ***Assessment Team Rating of the Summary Assessment Record.*** The assessors will then come to a consensus on a rating for each of the major proficiencies on the Assessment Instrument and Summary Assessment Record.

To determine the rating, the assessors will make the following calculations:

1. Average the ratings for Special Proficiencies for Special Education Team Member;
2. Average the ratings for Management/Professional Characteristics;
3. To weight the ratings, multiply the averaged Special Proficiencies rating by two. Multiply the averaged Management/Professional Characteristics Proficiencies rating by one.

4. Total the weighted ratings and divide by three (3) to derive the total Summary Assessment rating. (See example Appendix I). Place the rating in Section III —Summary Conference Verification.

Step VI ***Development of the Growth Improvement Plan.*** The tri-dimensional team will develop a Growth Improvement Plan or Professional Refinement Plan prior to, during, or after the Summary Conference. The team identifies the ratings on the Assessment Instrument; justifies the ratings on the Justification Form; indicates objectives, actions to be taken by the assessee, and start and finish dates on the Growth Improvement Plan.

Copies of the Growth Improvement Plan or Professional Refinement Plan Assessment Instrument and Justification Form are stapled to the Summary Assessment Record as a reference for the assessment team. Copies are to be given to the employee for use in planning and implementing.

Development of a Professional Refinement Plan. If an employee is rated "3" or above on all proficiencies and characteristics, the assessors and the employee may together develop a Professional Refinement Plan to provide continued professional growth opportunities. Such a plan does not require monitoring.

Step VII ***Summary Conference.*** The assessment team meets with the employee in a Summary Conference to review the assessment ratings. The purpose of the Summary Conference is to review the assessment information collected during the assessment process.

If there are no deficiencies (ratings below a "3") identified by the assessment team, and no Growth Improvement Plan, the Summary Conference may be conducted by the Executive Director/Director without the other assessment team members. In this instance, if there are no deficiencies, the signatures of the other assessment team may be obtained later. The employee and Executive Director/Director sign the Summary Assessment Record at the Summary Conference.

With advance notification, the employee is expected to extend his/her school day to attend this conference, if necessary.

A memorandum of record (Appendix H) will be made of the Summary Conference by the Executive Director/Director when an employee is on a Growth Plan; otherwise, notes of the Summary Conference may be made on the Summary Assessment Record under Section III: Summary Conference Verification.

Step VIII ***Monitoring the Growth Improvement Plan.*** The plan may be monitored by any or all members of the assessment team. Completion of Growth Improvement activities does not mean that an employee has reached proficiency and that his/her rating will automatically be changed from a "1" or "2" to a "3". The rating can be changed *only* during the next assessment period if observations and other documentation verify that such behaviors have occurred and proficiency has been attained.

Step IX ***Post-Assessment for Third-Year and Other Probationary Employees and Employees on a Growth Improvement Plan.*** Employees who may require a change in contractual status must be post-assessed by February 15. Each component of the assessment instrument is completed and progress on the Growth Improvement Plan is reviewed by the assessment team. A second Summary Conference is held, at which time one of four actions may be recommended.

1. If the employee's performance is rated as professionally competent (rating of "3") on the proficiencies, the teacher/peer group member is continued in employment with the appropriate contract.

2. If the employee's assessment indicates an acceptable level of proficiency and completion on the Growth Improvement Plan, the employee continues in employment on the appropriate contract.

3. If an employee's assessment indicates significant improvement toward completion of the Growth Improvement Plan, but he or she has not reached proficiency, the employee may be notified prior to April 1 that he or she may be returned to a probationary contract for the next school year. The Growth Improvement Plan will be updated and continued, and the employee will be pre-and post-assessed the next school year.

4. If an employee's assessment indicates that no significant improvement toward completion of the Growth Improvement Plan has occurred and proficiency has not been reached, the employee will be notified prior to April 1 that a recommendation for termination or a return to probationary status may be made.

5. ***Employees on Pay Grade 10.*** If the employee's assessment indicates that no significant improvement toward completion of the Growth Improvement Plan has occurred and proficiency (rating of "3") has not been reached, the employee will be notified prior to April 1 that a recommendation for termination will be made or that the employee will be returned to the previously held HISD position.

Step X ***Post-Assessment for All Other Employees.*** Employees will be post-assessed using the same process in the pre-assessment cycle. A Summary Conference between the employee and assessment team will be held, at which time one of two actions may be taken.

1. If the employee's assessment indicates an acceptable level of proficiency, the employee continues in employment with the appropriate contract.

2. If the employee's assessment indicates that improvement is required, a Growth Improvement Plan will be developed and the employee will be pre- and post-assessed the next school year.

Note: The list of actions in Steps IX and X relate only to proficiency, and is not intended to be a limitation on recommendations for termination or change of contract status for the reasons listed in Chapter 13 of the Texas Education Code.

1.4

ASSESSMENT AND ASSISTANCE INSTRUMENTS/PROCEDURES

The assessment instrument includes five components on which team members will be assessed. Each of the components has specific indicators that are to be rated by the assessors. The assessment includes:

- summary assessment page with assessment ratings and signatures (Appendix A)
- team member instrument containing: (Appendix B)

  a) three indicators of special proficiencies

  b) three indicators of management skills and professional characteristics

EXPLANATION OF SUMMARY ASSESSMENT RATINGS FOR PROFICIENCIES ON THE SUMMARY ASSESSMENT RECORD

RATING SCALE

Each component of the assessment process includes several indicators to be measured. The component will be rated on a scale of "1" to "4" as indicated in the chart below. A rating of less than "3" must be justified by the assessors and requires the development of a Growth improvement Plan.

Rating Number	Rating Notation	Explanation
4	High Quality Performance	Demonstrates, by exemplary actions, high level performance in accomplishing proficiencies and position requirements
3	Professionally Competent	Meets expectations for stated proficiencies and satisfies position requirements
2	Unsatisfactory Performance	Does not meet expectations for stated proficiencies; performance requires improvement
1	Ineffective Performance	Performs below an acceptable level for stated proficiencies; no significant improvement in performance has occurred.

APPENDICES

APPENDIX A
QUALITY ASSURANCE PROGRAM — SPECIAL EDUCATION TEAM MEMBER
Summary Assessment Report

SECTION I: BASIC INFORMATION AND DATA PRE-/POST-ASSESSMENT

NAME OF ASSESSEE _____ SOCIAL SECURITY NO. _____

CAMPUS ASSIGNMENT LOCATION _____ MAJOR DUTY _____

YEARS IN EDUCATION _____ YEARS IN PRESENT POSITION _____

NAMES OF ASSESSORS _____

SECTION II: ASSESSMENT INFORMATION AND DATA

1 - Ineffective Performance 2 - Unsatisfactory Performance 3 - Professionally Competent Performance 4 - High Quality Performance

A rating of 1 or 2 requires a statement of justification.

	Pre	Post
I. Special Proficiencies in Special Education		
A. Facilitates Student Instructional Programs	1 2 3 4	1 2 3 4
B. Establishes Community/Staff Relations	1 2 3 4	1 2 3 4
C. Utilizes Management System	1 2 3 4	1 2 3 4
II. Management Skills and Professional Characteristics		
A. Demonstrates Management Skills	1 2 3 4	1 2 3 4
B. Possesses Personal Traits/Skills	1 2 3 4	1 2 3 4
C. Adheres to Established Timelines and Procedures	1 2 3 4	1 2 3 4

III. Proficiency Certification

A. Demonstrates Functional Academic Skills Dates Certified: Reading _____ Writing _____ Math _____

B. Demonstrates Content Area Proficiency Date Certified: _____

SECTION III: SUMMARY CONFERENCE VERIFICATION

PRE-ASSESSMENT CONFERENCE SUMMARY

_____

_____

_____

_____

PRE-ASSESSMENT RATING _____

COMMENTS BY ASSESSEE _____

_____

_____

_____ _____
Special Education Team Member *Date*

_____ _____
Executive Director/Director for Special Education *Date*

_____ _____
Instructional Supervisor/Area Central Office Administrator *Date*

_____ _____
Area Associate/Deputy Supt. *Date*

POST-ASSESSMENT CONFERENCE SUMMARY

_____

_____

_____

_____

POST-ASSESSMENT RATING _____

COMMENTS BY ASSESSEE _____

_____

_____

_____ _____
Special Education Team Member *Date*

_____ _____
Executive Director/Director for Special Education *Date*

_____ _____
Instructional Supervisor/Area Central Office Administrator *Date*

_____ _____
Area Associate/Deputy Supt. *Date*

*Signature indicates receipt of assessment instrument.

APPENDIX B
QUALITY ASSURANCE PROGRAM — SPECIAL EDUCATION TEAM MEMBER
Assessment Instrument

NAME OF ASSESSEE _____ SOCIAL SECURITY NO. _____
CAMPUS LOCATION _____ MAJOR DUTY _____
PRE-ASSESSMENT DATE _____ POST ASSESSMENT DATE _____
ASSESSORS _____

	Pre	Post
I. SPECIAL PROFICIENCIES FOR SPECIAL EDUCATION TEAM MEMBER		
A. Facilitates Student Instrument Programs		
1. Implements federal, state, and local guidelines	N/A 1 2 3 4	N/A 1 2 3 4
2. Conducts student assessment	N/A 1 2 3 4	N/A 1 2 3 4
3. Assists in student placement	N/A 1 2 3 4	N/A 1 2 3 4
4. Monitors student progress	N/A 1 2 3 4	N/A 1 2 3 4
B. Establishes Community/Staff Relations		
1. Consults with teachers regarding instruction	N/A 1 2 3 4	N/A 1 2 3 4
2. Consults with campus administrative staff	N/A 1 2 3 4	N/A 1 2 3 4
3. Communicates with parents	N/A 1 2 3 4	N/A 1 2 3 4
4. Provides inservices	N/A 1 2 3 4	N/A 1 2 3 4
5. Utilizes HISD/community resources	N/A 1 2 3 4	N/A 1 2 3 4
C. Utilizes Management System		
1. Participates in child-centered process committees	N/A 1 2 3 4	N/A 1 2 3 4
2. Produces written reports	N/A 1 2 3 4	N/A 1 2 3 4
3. Maintains logs	N/A 1 2 3 4	N/A 1 2 3 4
4. Maintains a student services tracking system	N/A 1 2 3 4	N/A 1 2 3 4
5. Monitors State audit folders	N/A 1 2 3 4	N/A 1 2 3 4
II. MANAGEMENT SKILLS AND PROFESSIONAL CHARACTERISTICS		
A. Demonstrates Management Skills		
1. Completes tasks	N/A 1 2 3 4	N/A 1 2 3 4
2. Demonstrates fact-finding skills	N/A 1 2 3 4	N/A 1 2 3 4
3. Demonstrates decision-making skills	N/A 1 2 3 4	N/A 1 2 3 4
4. Manages time	N/A 1 2 3 4	N/A 1 2 3 4
5. Demonstrates oral communication skills	N/A 1 2 3 4	N/A 1 2 3 4
6. Demonstrates written communication skills	N/A 1 2 3 4	N/A 1 2 3 4
7. Handles conflict	N/A 1 2 3 4	N/A 1 2 3 4
8. Demonstrates an awareness of social/situational environment	N/A 1 2 3 4	N/A 1 2 3 4
B. Exhibits Personal Traits/Skills		
1. Demonstrates stress tolerance	N/A 1 2 3 4	N/A 1 2 3 4
2. Demonstrates professional tolerance	N/A 1 2 3 4	N/A 1 2 3 4
3. Demonstrates flexibility	N/A 1 2 3 4	N/A 1 2 3 4
4. Exhibits good work attitude	N/A 1 2 3 4	N/A 1 2 3 4
5. Exhibits a professional appearance	N/A 1 2 3 4	N/A 1 2 3 4
6. Maintains confidentiality	N/A 1 2 3 4	N/A 1 2 3 4
7. Exhibits self-confidence	N/A 1 2 3 4	N/A 1 2 3 4
C. Adheres to Timelines and Procedures		
1. Follows building/department procedures for use of materials, AV equipment, etc.	N/A 1 2 3 4	N/A 1 2 3 4
2. Complies with building/department rules, regulations, timelines, and directives	N/A 1 2 3 4	N/A 1 2 3 4
3. Follows District policies and procedures	N/A 1 2 3 4	N/A 1 2 3 4
4. Meets HISD attendance policy	N/A 1 2 3 4	N/A 1 2 3 4
5. Is punctual	N/A 1 2 3 4	N/A 1 2 3 4

COMMENTS _____

PRE-ASSESSMENT

_____
Special Education Team Member
ASSESSORS:

_____
_____
_____

POST-ASSESSMENT

_____
Special Education Team Member
ASSESSORS:

_____
_____
_____

APPENDIX C
EXPLANATIONS OF RATINGS FOR PROFICIENCY ELEMENTS ON THE SPECIAL EDUCATION TEAM MEMBER ASSESSMENT INSTRUMENT

I. SPECIAL PROFICIENCIES FOR SPECIAL EDUCATION TEAM MEMBER

A. FACILITATES STUDENT INSTRUCTIONAL PROGRAMS

	1	2	3	4
1. IMPLEMENTS FEDERAL, STATE, AND LOCAL GUIDELINES	Is aware of guidelines, but is unable to apply or interpret them consistently	Is knowledgeable about guidelines, but interpretation is inconsistent and confusing to others	Is knowledgeable about guidelines and able to interpret and apply them in appropriate situations	Thoroughly knowledgeable of guidelines and is able to interpret and apply them in appropriate situations; helps others to understand the relationship of the guidelines to actual practice
2. CONDUCTS STUDENT ASSESSMENT	Conducts assessment, but results do not relate to referral or assist those who make decisions for the student	Conducts assessment, but results are ineffective and confusing to others	Conducts appropriate assessment by observing student, selecting instruments, interpreting data, and providing instructional objectives; results can be used to make effective decisions	Conducts appropriate assessment by observing students, selecting instruments, interpreting data, and providing useful instructional objectives; provides additional assessment where warranted; is able to communicate results to parents and staff so information can be used to make effective decisions
3. ASSISTS IN STUDENT PLACEMENT	Does not recognize the individual needs of the student and does not facilitate placement	Recognizes the individual needs of the student, but is not knowledgeable of available options based on those needs; does not facilitate placement	Understands the individual needs of the student; is knowledgeable of available options based on those needs; and facilitates placement	Understands the individual needs of the student; is knowledgeable of available options based on those needs; and provides leadership that facilitates appropriate placement
4. MONITORS STUDENT PROGRESS	Does not recognize, plan for, or assist in meeting the needs of individual students	Recognizes needs, but does not interact directly with students in order to assess or meet their individual needs; does not demonstrate knowledge of developmental milestones or individual learning styles	Perceives individual needs and responds to requests for assistance; demonstrates knowledge of developmental issues and learning styles	Is sensitive to individual student needs, initiates interaction, and gains rapport with students; demonstrates knowledge of developmental issues and individual learning styles

B. ESTABLISHES COMMUNITY/STAFF RELATIONS

	1	2	3	4
1. CONSULTS WITH TEACHERS REGARDING INSTRUCTION	Is aware of students' instructional needs, but makes ineffective and inconistent attempts to assist	Is knowledgeable of students instructional needs, but assistance to teachers is haphazard and disorganized	Is knowledgeable of students' instructional needs, and provides consultation and assistance to teachers based on those needs	Anticipates and identifies students' instructional needs, and provides consultation and assistance which result in the students' needs being met
2. CONSULTS WITH CAMPUS ADMINISTRATIVE STAFF	Recognizes the needs and concerns of the campus administrative staff but does not provide support or assistance	Recognizes the needs and concerns of the campus administrative staff, but support and assistance are inconsistent and/or ineffective	Recognizes the needs and concerns of the campus administrative staff, and provides support and assistance that are consistent and effective	Recognizes the needs and concerns of the campus administrative staff, provides effective and consistent support and assistance, and communicates current status of the special education program
3. COMMUNICATES WITH PARENTS	Does not recognize needs and concerns of parents, and does not provide support or assistance to the parent	Recognizes needs and concerns of parents, but support and assistance are ineffective	Recognizes needs and concerns of parents, and provides effective support and assistance to parents	Recognizes needs and concerns of parents, and the support and assistance provided enable the parent to better understand and cope
4. PROVIDES INSERVICES	Is aware of staff needs, but makes ineffective and inconsistent attempts to provide inservices	Is aware of staff needs, but the provision of inservices is haphazard, disorganized; does not meet the identified needs	Identifies staff needs and provides inservices which appropriately meet identified needs	Anticipates and identifies staff needs and provides creative and meaningful inservices that result in better understanding and application of needed skills
5. UTILIZES HISD/ COMMUNITY RESOURCES	Is not knowledgeable of and does not use HISD/community resources	Is knowledgeable of HISD and community resources and entry/ exit procedures, but does not use those resources effectively	Is knowledgeable of HISD and community resources and entry/ exit procedures; uses these resources effectively	Is knowledgeable of HISD and community resources and entry/ exit procedures; uses these resources effectively and communicates the information to others

C. UTILIZES MANAGEMENT SYSTEM

1. PARTICIPATES IN CHILD-CENTERED PROCESS COMMITTEES	Is aware of the functions of the the committees, but does not assist in the child-centered process	Is knowledgeable of the committees, but assistance is inconsistent	Is knowledgeable of the function of the committees, and effectively participates relative to the role played in the committee	Thoroughly knowledgeable of the functions of the committees, and effectively participates to facilitate appropriate programming for students

	1	2	3	4
2. PRODUCES WRITTEN REPORTS	Produces reports that are unclear and inaccurate so that others are confused; grammatical and usage errors cause confusion	Produces reports that are poorly organized, resulting in questions for clarification; use of grammar and standard English require improvement	Produces reports that are accurate; the information is expressed clearly with proper grammar and standard English	Produces reports that are accurate; the information is expressed clearly and can be readily understood by others; uses proper grammar and standard English
3. MAINTAINS LOGS	Does not complete logs, or does not submit logs on a timely basis	Submits logs that do not clearly reflect activities, or does not submit them on a timely basis	Submits logs that accurately reflect activities and submits them on a timely basis	Submits logs that clearly indicate activities, interactions, and followup; maintains them on an ongoing basis and submits them according to timelines
4. MAINTAINS A STUDENT TRACKING SYSTEM	Does not maintain a student tracking system	Maintains a student tracking system, but is unable to retrieve information or data	Maintains a student tracking system, and is able to retrieve accurate information or data	Maintains a comprehensive student tracking system which indicates ongoing followup, and is able to retrieve accurate information or data
5. MONITORS STATE AUDIT FOLDERS	Not knowledgeable of the data required in a state audit folder	Knowledgeable of the data required in a state audit folder, but does not monitor for completeness and accuracy of data	Knowledgeable of the data required in a state audit folder; monitors all folders in their assigned roles for completeness and accuracy of data	Knowledgeable of the data required in a state audit folder; monitors all folders in their assigned roles for completeness and accuracy of data; provides instruction and assistance to campus staff in the maintenance of the folders

II. MANAGEMENT SKILLS AND PROFESSIONAL CHARACTERISTICS

A. DEMONSTRATES MANAGEMENT SKILLS

1. COMPLETES TASKS	Does not complete tasks, causing others to be held up in their work	Completes some tasks, but does not complete all tasks	Completes major and minor tasks so that work flows smoothly	Organizes and completes tasks ahead of schedule in an exemplary manner
2. DEMONSTRATES FACT-FINDING SKILLS	Asks surface questions, using disorganized approach, and cannot determine the relevant fact	Asks questions in a disorganized way so that facts are not brought to the surface	Asks questions in a systematic manner to obtain facts	Probes with questions, using a systematic approach to uncover pertinent facts

	1	2	3	4
3. DEMONSTRATES DECISION-MAKING SKILLS	Does not use logical or sound judgment in making a decision so that the results cause confusion and dissatisfaction among staff members	Uses some rational judgments, but allows emotions and outside pressures to sway the choice	Uses rational judgment in making decisions and involves others when necessary	Uses logical and sound judgment in choosing a particular course of action; involves others at the appropriate time; generates and evaluates options for courses of action
4. MANAGES TIME	Spends time on irrelevant activities and fails to deal with matters in a timely manner	Spends time on incidental matters that do not lead to task completion; is late in handling matters of importance	Uses time effectively to complete all assigned tasks on schedule	Uses time so that tasks are accomplished effectively and has time to take on new assignments
5. DEMONSTRATES ORAL COMMUNICATION SKILLS	Uses incorrect grammar and substandard English; presents information in a disorganized manner so that confusion results	Makes grammatical and pronunciation mistakes frequently; presents information so that numerous questions must be asked for clarification	Uses correct grammar and standard English; clearly articulates information and ideas so that listeners respond	Uses correct grammar and standard English effectively; clearly articulates information and ideas orally, in formal and informal situations, so that listeners respond in a positive manner
6. DEMONSTRATES WRITTEN COMMUNICATION SKILLS	Writes at a level that is below professional standards; needs a great deal of work on written English skills; writes illegibly	Frequently makes errors in spelling, punctuation, and/or grammar; English skills require improvement; occasionally writes illegibly	Writes competently; seldom makes errors in spelling, punctuation, and/or grammar; consistently writes legibly	Writes effectively and concisely; uses specific, clear vocabulary and follows all rules of spelling, punctuation, and grammar; writes legibly and neatly
7. HANDLES CONFLICT	Does not recognize conflict; causes conflicts by his/her own actions and words	Allows conflict to occur frequently withou any interventions; avoids confronting conflict	Recognizes conflict and takes action to resolve the conflict	Recognizes the potential for conflict and takes steps to prevent unnecessary conflict
8. DEMONSTRATES AN AWARENESS OF SOCIAL/ SITUATIONAL ENVIRONMENT	Does not notice verbal or nonverbal cues from others; is unaware of how others react toward him/her	Notices direct verbal and nonverbal cues aimed at him/her, but does not react appropriately	Notices verbal and nonverbal cues aimed at him/her and responds appropriately	Notices verbal and nonverbal cues aimed at him/her and at others, and responds in an appropriate and constructive manner
9. EXHIBITS SENSITIVITY	Does not recognize the needs, concerns, and personal problems of others; actions and remarks cause sensitive situation	Recognizes the needs, concerns, and personal problems of others, but does not use knowledge in dealing with others so that others are frequently offended	Perceives needs, concerns, and personal problems of others and tactfully deals with people	Perceives the needs, concerns, and problems of others; tactfully and effectively deals with people concerning sensitive issues; knows what information to communicate and to whom; takes steps to prevent the development of sensitive situations

B. POSSESSES PERSONAL TRAITS/SKILLS

	1	2	3	4
1. DEMONSTRATES STRESS TOLERANCE	Becomes confused and causes others to become confused when under pressure and opposition; cannot think of any answer spontaneously	Becomes confused when under pressure and opposition; answers questions spontaneously, but in an unclear manner, so that confusion still exits	Works well under pressure and opposition; thinks clearly and answers questions adequately under all circumstances	Effectively performs well under pressure and opposition; thinks quickly and clearly under all circumstances; answers any questions appropriately
2. DEMONSTRATES PROFESSIONAL INTEGRITY	Does not adhere to ethical codes and policies and influences others in an unprofessional manner; represents the district in a negative light	Adheres to ethical codes and policies when it is advantageous for him/her, or when under pressure to do so; poorly repesents the district	Adheres to ethical codes and policies in dealing with people and issues; promotes the goals of the district	Adheres to ethical codes and policies in dealing with people and issues, thereby influencing others; represents the district with dignity, and promotes the goals of the district/department
3. DEMONSTRATES FLEXIBILITY	Will not try to change or adapt to situations; adheres to rigid past behaviors	Adapts to change and situations when forced to do so and expresses unwillingness to adapt	Adapts to change and situations as needed	Perceives the need for change and adapts to situations to facilitate needed action
4. EXHIBITS POSITIVE WORK ATTITUDES	Conveys negative feelings and thoughts which cause others to act correspondingly	Conveys negative feelings and thoughts	Conveys positive feelings and thoughts	Evidences exceptionally positive feelings and thoughts which cause others to act correspondingly
5. APPEARANCE	Personal grooming is untidy and unclean; clothing is inappropriate	Grooming and clothing are untidy and/or occasionally inappropriate	Personally well-groomed and appropriately attired at work	Always personally well-groomed and appropriately attired for all occasions
6. MAINTAINS CONFIDENTIALITY	Misuses information so that others are harmed	Gives information to inappropriate persons	Handles information according to policies and procedures	Handles information in a discreet manner, with proper authorities, so that no one is harmed
7. DEMONSTRATES SELF-CONFINDENCE	Does not demonstrate self-assurance or a sense of direction, so that others behave correspondingly	Frequently demonstrates lack of self-assurance or a vague sense of direction, so that others feel uncomfortable and lack confidence in the person	Demonstrates self-assurance and a sense of direction	Demonstrates self-assurance and a clear sense of direction, causing others to behave correspondingly

C. ADHERES TO TIMELINES AND PROCEDURES

	1	2	3	4
1. FOLLOWS BUILDING/ DEPARTMENT PRO— CEDURES FOR USE OF MA- TERIALS, AV EQUIP- MENT, ETC	Loses or damages materials or equipment; rarely handles materials and equipment accord- ing to building/depart- ment procedures	Inconsistently handles materials and equip- ment according to building/department procedures	Consistently handles all materials and equi- ment according to building/department procedures	Handles all marerials and equipment accord- ing to building/depart- ment procedures and maintain materials and equipment carefully
2. COMPLIES WITH BUILD- ING/DEPART- MENT RULES, REGU- LATIONS, TIMELINES, AND DIRECTIVES	Rarely follows rules and continues to break rules after being cor- rected	Inconsistently follows rules; or does not comply with rules un- less specifically instructed	Consistently follows rules	Follows rules and helps set standards through positive examples
3. FOLLOWS DISTRICT POLICIES AND PRO- CEDURES	Rarely follows policies and procedures even after being corrected	Inconsistently follows policies and must be reminded to follow them	Consistently follows policies and pro- cedures	Follows policies and procedures and sets standards through example
4. MEETS HISD ATTENDANCE POLICY	Abuses policy by ex- cessive absences	Requires improvement in attendance; some- times abuses policy by unnecessary absences	Meets HISD attendance policy; follows pro- cedures correctly when absence is unavoidable; no unexcused absences	Has perfect attendance
5. IS PUNCTUAL	Rarely arrives on time	Inconsistently arrives on time	Cononsistently arrives on time	Always arrives on time

APPENDIX D

MEMORANDUM

Date:

To: Mr./Mrs. _____

From: Mr./Mrs. _____

Re: Assessment Performance

As stipulated in the Quality Assurance Program, I am notifying you that you will be assessed during the 198___ - 198___ school year. I reviewed the Teacher Quality Assurance Program and assessment process with you on _____ .

If you did not receive a copy of the Quality Assurance Program or have questions, please notify me in writing.

X _____

Signature of Assessee

GROWTH IMPROVEMENT/PROFESSIONAL REFINEMENT PLAN

ADMINISTRATOR _____ DATE _____

ASSESSORS _____ School _____

PRE _____ POST _____

Indicator	Specific Goals To Be Met During The Assessment Period for Either Growth and/or Improvement	Specific Actions to be Taken	Evidence of Achievement of Goals and Objectives	Activity Dates	
				Start	Finish

32

33

APPENDIX E

JUSTIFICATION FORM

ASSESSEE _____ ASSESSORS _____ PRE _____

_____ POST _____

_____

STRENGTHS/WEAKNESSESS | RATIONALE

34

35

APPENDIX F

APPENDIX G
GUIDELINES FOR THIRD PARTY INPUT

After consultation with the attorney for the school district, the following points are made in an effort to answer legal and procedural questions which might arise relative to third party input.

The following points should be stressed with regard to third party information.

Concerning the confidentiality of personnel records, it should be noted that under the constraints and protections of the United States Constitution, school personnel should be careful to avoid making public statements, orally or in writing, which will seriously damage another employee's standing and reputation in the community.

Further, personnel records may not be released if the release would constitute an unwarranted invasion of the employee's personal privacy under the Texas Open Records Law, Article 6252-17a. A personnel file is defined in Section 580.000, HISD Board Policies and Administrative Procedures as:

> "...any and all information and/or records relating to offices and employees of the Houston Independent School District, both past and present, when such information and/or records might directly or indirectly disclose the identity of the individual officer or employee to which the information or record relates."

Once completed, the third party information document must not be given to any member of the public regardless of the disposition of the third party input. In addition, this document will be retained in an employee's personnel file only if the complaint has been found to be true.

An example of how the written summary to the third party concerning the action taken can be made is as follows:

> "Your report concerning an incident at ABC Elementary School was investigated, and the matter has been resolved. If you have any questions, please call."

Neither the names of persons nor an evaluation of the third party input should be included in this summary.

The location and custody of an employee's personnel file is a matter of HISD Board Policy and Administrative Procedures. HISD Board Policy and Administrative Procedure, Sections 580.110 and 582.000 appoint the Deputy Superintendent for Personnel as the custodian of personnel records and provide that items in a teacher's file not available to the teacher shall not be used against him or her. Under the proposal in this handbook, the third party contacts which are found to be true and used in the evaluation, must be made a part of the employee's permanent personnel file in the Administration Building. If the third party input is refuted, no information concerning the input would be placed in the employee's personnel file.

The procedure for handling a third party contact also provides that a record of all contacts be retained in the principal's file at the school. The reason a copy of the disposition of the input is included in the building or department files, regardless of whether the input was valid, is to provide the principal or department head with a file on all third party input should a third party inquire about the disposition of his or her input at a later date. Since this is the purpose of maintaining all third party input in the building or department file, consideration will be given to providing a process of the systematic destruction of these materials after they no longer serve that purpose.

APPENDIX H

SAMPLE MEMORANDUM OF RECORD
(SPECIFIC DIRECTIVES)

The principal is required to write a Memorandum of Record of the Summary Conference if the teacher/peer group member receives a Growth Improvement Plan. The memorandum must contain

- Full name of the assessee
- Full name of the principal
- Date of the memorandum
- Purpose of memorandum (areas of concern)
- Specific observations
- Dates of observations and strategies for improvement
- References to documentable directions only
- A conclusion
- Assessee's and principal's signatures
- Assessee's response (if desired)

Date: May 5, 1983

To: John Doe

From: The Principal

Re: Conference of May 1, 1983

Over the past two years you and I have discussed your performance as a teacher at Theodore Inskeep Technical School. We have had numerous conferences to discuss incidents which have arisen as well as our scheduled assessment conferences. As we neared the end of this school year, it became apparent to me that you were continuing to experience difficulties in complying with directives and in meeting the school district's standards in certain instructional and non-instructional areas. With this in mind, we had a conference in my office on May 1, 1983, to discuss your performance. At that conference, we discussed the following areas, and I gave you specific directives for improvement.

1. Preparation and submission of lesson plans. Since your arrival two years ago, you have experienced difficulty in submitting lesson plans in a timely fashion. You have acknowledged this on prior occasions such as in our conferences of November 5, 1981, March 16, 1982, and September 30, 1982. In these conferences you acknowledged that this was a problem, but you stated that your night classes at graduate school kept you from consistently completing the lesson plans on time. You stated that you felt this was a legitimate excuse. I explained to you that, while taking further coursework was good, the demands of graduate courses do not excuse failure to meet the requirements of your job. I advised you that I must have the clearly written and completed lesson plans in my box by 4:00 p.m. every Friday.

2. Teacher-student relations. This is another area of historical difficulty. We discussed your initial failure to challenge a student for a hall pass on November 5, 1981; your failure to discipline students for setting fire to a trash can in your room on January 15, 1982; and your failure to discipline disruptive classes which caused Mr. Teacher and Ms. Teacher to complain on numerous occasions in the spring of 1982. We discussed these incidents in detail at your evaluation conference on March 10, 1982. You have acknowledged that these incidents occurred and have promised to make corrections, but you continue not to ask students in the hall for passes (January 6, and 25, 1982, and April 1, 16 and 25, 1983), and your classes have continued to be distractive to other teachers and students. As we discussed, these types of incidents and your failure to deal with them cannot continue. You must make the necessary corrections immediately.

3. Classroom work and the issuance of grades. As we discussed, this is the most serious problem you have as a teacher. On four nine-week periods, you were from one to two days late in getting your grades into my office (October 15, 1981; April 1, 1982; October 17, 1982; and March 30, 1983). After each of these incidents, I conferred with you, and once again, you blamed your night classes for the delay. I once again explained that the reason was not sufficient. In the latter of these conferenes, April 2, 1983, you acknowledged that you had no daily or test grades for Health Education Period I and only two grades for Health Education Period 3. As has been explained at the first faculty meeting of each year and as contained on page 6 of the Faculty Handbook, you must have at least six daily grades and two test grades for each nine weeks of reporting period. I specifically directed you to comply with these requirements.

Mr. Doe, the situation is sericus. As I told you, I recommend your employment for the 1982-83 school year only because of your assurance that you will correct these deficiencies and follow these directives and school board pclicies. You have been given a growth plan in connection with your assessment, and numerous aids have been made available to you. Your pre- and post-assessment ratings will not allow you to be eligible for Second Mile Stipends for this school year. As you and I discussed, I want this to work out so that you will become a successful teacher and so that you can continue to teach here. However, if you fail to follow any of the directives which we discussed at our conference (as outlined in this memorandum), I will have no choice but to recommend that your employment with the district be terminated immediately.

If you have any questions concerning these directives or if you disagree with the facts or conclusions stated in this memorandum, please advise me in writing no later than _____ (date) _____ so that we can meet and discuss any differences.

/S/ _____
The Principal

I have received a copy of this memorandum.

/S/ _____ (Date) _____

APPENDIX I

EXAMPLE: OVERALL RATING OF SPECIAL EDUCATION TEAM MEMBER ON THE SUMMARY ASSESSMENT RECORD

(name) _____ received the following ratings:

	I. Special Proficiencies for Special Education Team Member	
	A. Facilitates Student Instructional Program	3
	B. Establishes Community/Staff Relations	4
	C. Utilizes Management System	3
STEP 1	(Add the three ratings and average)	10 divided by 3 equals 3.33
	II. Management Skills and Professional Characteristics	
	A. Demonstrates Management Skills	3
	B. Possess Personal Traits/Skills	3
	C. Adheres to Timelines and Procedures	3
STEP 2	(Add the three ratings and average)	9 divided by 3 equals 3
STEP 3	(Weight ratings):	
	Special Proficiencies Average Rating X 2	3.33 X 2 = 6.66
	Management Skills and Professional Characteristics X 1	3.00 X 1 = 3.00
STEP 2	Total Weighted Ratings	9.66
	Divided by 3	9.66 divided by 3 equals 3.22
	Total Summary Assessment Rating	3.22

Place this Summary Assessment Rating in either the Pre-Assessment Rating space or the Post-Assessment Rating space on the Summary Assessment Record, Section III: Summary Assessment Verification.

APPENDIX J

RESOURCE MANUAL FOR SPECIAL EDUCATION TEAM MEMBER QUALITY ASSURANCE PROGRAM

Number	Proficiency	Resource	Description	HISD Location
I. SPECIAL PROFICIENCIES FOR SPECIAL EDUCATION TEAM MEMBER				
A. FACILITATES STUDENT INSTRUCTIONAL PROGRAMS				
A.1	Implements federal, state, and local guidelines	HISD Special Education Guidelines	Description and explanation of HISD Special Education Guidelines	Area Special Education Offices
		Board Policies and Procedures	Listing of Board Policies and Procedures	Elementary/ Secondary Principals' Offices
		TEA Special Education Guidelines	Explanation of TEA Special Education Guidelines	
A.2	Conducts Student assessment	Area Executive/Appraisal Coordinator		Area Offices
		Professional books		HISD Professional Library
		Test materials		
A.3	Assists in student placement	HISD Special Education Guidelines	Description and explanation of HISD Special Education Guidelines	Area Special Education Offices
		Board Policy and Procedures	Listing of Board Policies and Procedures	Elementary/ Secondary Principals' Offices
		TEA Special Education Guidelines	Explanation of TEA Special Education Guidelines	
		Contact ARea Offices for available programs and personnel assigned to them		Area Offices
A.4	Monitors student progress	Professional books		HISD Professional Library
		HISD curriculum guides for areas of exceptionality	Various curriculum guides developed by HISD	SERS
		Commercial curriculum guides	Curriculum guides which address needs of various exceptionalities	SERS

Number	Proficiency	Resource	Description	HISD Location
B. ESTABLISHES COMMUNITY/STAFF RELATIONS				
B.1	Consults with teachers regarding instruction	HISD Special Education Guidelines	Description and explanation of HISD	Area Special Education Offices
B.2	Consults with campus administrative staff	Special Education Guidelines	Description and explanation of HISD Special Education Guidelines	Area Special Education Offices
		Board Policy and Procedures	List of Board Policies and Procedures	Elementary/ Secondary Principals' Offices
		TEA Special Education Guidelines	Explanation of TEA Special Education Guidelines	
B.3	Communicates with parents	Outreach to Parents	Explanation of the Importance and methods of setting goals for their child	Area Special Education Staff Development Offices
		The Bowdin Method	Explanation on how to help their children learn	
		Systematic Training for Effective Parenting (STEP)	Description and explanation of skills and attitudes necessary to successfully involve parents in the education of their children	
B.4	Provides Inservice	Special Education Department Inservice Catalog	Description of the inservice presentation; contains the inservice code number, title, objectives, a listing of possible resources, and target participants	Area Special Education Staff Development Offices
B.5	Utilizes HISD/community resources	Special Education training for all school personnel	Description of available Special Education services and identification of handicapped students	Area Special Education Staff Development Offices

Number	Proficiency	Resource	Description	HISD Location
C. UTILIZES MANAGEMENT SYSTEM				
C.1	Participates in child-centered process committees	HISD/IEP Handbook (1981)	Description of ARD/IEP process	Area Special Education Offices
		Education for all Handicapped Children Act of 1975 and Section 504 of the Rehabilitation Act of 1973 (April 1982, HISD Staff Development Coordinator)	Contains a description and explanation of PL94-142, procedural rights and safeguards, the referral process, and the placement process	
		Student Resources Committee Role-Playing Module	Role-playing module to: (1) familiarize team members with the ARD/IEP process, (2) enhance consultation skills, (3) analyze diagnostic data, (4) develop the IEP	Area Staff Development Offices
C.2	Produces written reports	"Make an 'A' on Your Written Communications" by Geraldine Strader	Communication workshop handout designed to help the reader write material that is well-organized, easy to read, and clear to the reader	Area Special Education Offices
		The ABCs of Clear Writing by Lloyd L. Turner	A resource for writing clear, organized material	
C.3	Maintains logs	Area executive directors will set guidelines for maintaining logs in each Area. Team members in need of assistance will be paired with other team members to work through procedures for maintaining logs.		Area Special Education
C.4	Maintains a student services tracking system	Area executive directors will set guidelines for tracking students in each Area. Team members in need of assistance will be paired with other team members to work through procedures for maintaining a student services tracking system.		Area Special Education Offices
C.5	Monitors State audit folders	1982-83 Audit Training Packet, HISD Special Education Guidelines	Sample IEP forms and description of what is expected in each blank on the IEP/ARD form	Area Special Education Offices
		IEP Handbook	Contains directions for completing ARD/IEP forms	Area Special Education Offices

Number	Proficiency	Resource	Description	HISD Location
II. MANAGEMENT SKILLS AND PROFESSIONAL CHARACTERISTICS				
A. DEMONSTRATES MANAGEMENT SKILLS				
A.1	Completes Tasks	*		
A.2	Demonstrates fact-finding skills	*		
A.3	Demonstrates decision-making skills	*		
A.4	Manages Time	Manager's Timewasters	Fifteen analyses of timewasters, listing causes and solutions	Area Special Education Offices
A.5	Demonstrates oral communication skills	Substitute Teacher Education Modules: Stem II, Basic Classroom Communication Skills; Stem III, Applying Communication Skills to Classroom Problem-Solving	Explanation of four basic communication skills and application of to concept of empathy in the classroom setting	Area Special Education Offices
		"Magical Secrets for Creating Understanding"	Booklet—communication presentation in video and guide for educator	Area Special Education Offices
		"Keeping in Touch with Parents: The Teacher's Best Friend"	Deals with basic communication skills (guide and filmstrip)	Area Special Education Offices
A.6	Demonstrates written communication skills	*		
A.7	Handles conflict	*		
A.8	Demonstrates awareness of social/situational environment	Substitute Teacher Education Modules: Stem XV, Crisis: Prevention and Intervention I; Stem XVI, Crisis: Prevention and Intervention II	Assists in developing a mental attitude for crisis prevention; utilizes the above skills through effective use of management techniques presented	Area Special Education Offices
		"The Psychology of Winning"	Six cassette tapes and guide—presents ten basic principles of being a winner	Area V Special Education Office
A.9	Exhibits sensitivity	*		

*Phil Emmite, Area V Psychologist (675-8114), has resources he can recommend for management skills. Please contact him.

Number	Proficiency	Resource	Description	HISD Location
B. POSSESSES PERSONAL TRAITS/SKILLS				
B.1	Demonstrates stress tolerance	Module: "Teacher Burnout: How to Survive the Flames"	A module designed to aid teachers in coping with stress	Area Special Education Offices
		Module: "Stress Management for the Substitute"	Helps the teacher/substitute become aware of symptoms, sources, and consequences of stress; assists in the development of strategies for use in managing stress	Area Special Education Offices
C. ADHERES TO TIMELINES AND PROCEDURES				
C.1	Follows building/department procedures for use of materials, AV equipment, etc.	Board Policies, Section 570.000	Listing of Conditions of Employment	Area Offices
		Board Policies, Section 541.000	Listing of Reasons for Nonrenewal of Administrator/Supervisor Contract	Area Offices
C.2	Complies with building/department rules, regulations, timelines, and procedures	Board Policies, Sections 570.000-570.800	Conditions of Employment	Area Offices
		Board Policies, Section 541.600	Reasons for Nonrenewal of Administrator/Supervisor Contract	Area Offices
C.3	Follows District policies and Procedures	*Employee Handbook* (pp. 1-44)	Quick reference to policies and procedures	Area Offices
		Board Policies, Sections 500.000-594.000	Listing of Board Policies	Area Offices
C.4	Meets HISD Attendance policy	*Employee Handbook* (pp. 22-24)	Quick reference to policies and procedures	Area Offices
		Board Policies and Procedures, Sections 553.200-553.300	Listing of Comprehensive Leave	Area Offices
C.5	Is punctual	*Employee Handbook* (p. 36)	Quick reference (school and office hours)	Area Offices